

## **Unit 21 Enable families and carers to address issues related to the behaviour of children and young people**

### **Origin of this unit**

This unit originated from Unit B304 of the National Occupational Standards developed by Youth Justice Services Project. It has been tailored to fit the context of these standards.

### **Place in the NVQ/SVQ framework**

This Unit is a Level 3 and Level 4 optional unit within the N/SVQ for Learning, Development and Support Services (for children, young people and those who care for them).

### **Elements**

1. Negotiate and agree with families and carers how they may help children and young people address their behaviour
2. Support families and carers as they help children and young people address their behaviour
3. Enable families and carers to review the effectiveness of addressing children and young people's behaviour.

### **Unit Summary**

This unit is about enabling families and carers to address issues with children and young people's behaviour, such as truanting and other behaviour that exposes the child/young person to significant risk (eg gang culture, bullying). The main reason for undertaking this work is as a preventive measure to address the behaviour before it brings them into contact with the youth justice system. It involves working with families and carers to enable them to understand the reasons for the child/young person behaving in a certain way and the context of the behaviour. The worker enables families and carers to support the child/young person to address their current ways of behaving and develop positive alternatives. Workers will have an important role in enabling families and carers, and through them the children and young people, to develop an insight into their behaviour. The term 'families and carers' has been used to encompass the parents, relatives and significant others who are centrally involved with children and young people including those who are acting in the role of parents for children and young people (including local authorities).

### **Who is this unit for?**

This unit is relevant to individuals who work with families to address issues with children and young people's behaviour

### **Principles of good practice**

These occupational standards incorporate principles of good practice that apply across sector.

### **Linked units**

Links to QCA Key Skills: Communication level 4, Working with others level 4, and Problem Solving level 4.

Links to SQA Core Skills: Communication level - Higher, Working with Others level - Higher, and Problem solving level - Intermediate 2.

## **Element 1**

### **Negotiate and agree with families and carers how they may help children and young people address their behaviour**

#### **Performance Criteria**

##### **The worker will need to**

1. Discuss with families and carers the concerns they have about the child/young person's behaviour and the issues that the behaviour causes for them and for others
2. Enable families and carers to understand
  - how children and young people are likely to behave at different stages of their development
  - the benefits of different types of behaviour
  - the factors that may have contributed to the child/young person's behaviour
  - the extent to which the behaviour is problematic or a natural part of development
  - the benefits of involving the child/young person in assessing their own behaviour, planning how to address their own behaviour and engaging them in the process
3. Evaluate families' and carers' understanding, willingness, confidence and commitment to address the behaviour of the child/young person
4. Evaluate the risks to the child/young person and their family/carer of addressing or not addressing their behaviour
5. Discuss and agree with families and carers
  - the risks of addressing or not addressing the child/young person's behaviour
  - the positive aspects and strengths of the child/young person's behaviour which can be used as the basis of development
  - the actions they plan to take to address the behaviour of the child/young person
  - the commitment to the process that they and the child/young person will need to make
  - the impact that it may have on their own behaviour and how they relate to the child/young person
  - the support that will be available to them, including that available in their own networks
  - who else will be involved in the process
  - the information that will be recorded and who will have the right of access to it
  - the information that may need to be shared with others
  - when and how the process will be reviewed

6. Refer families and carers to other appropriate workers and agencies when they have needs beyond the role of the worker
7. Record accurately, legibly and completely
  - the commitments that families and carers make to addressing the behaviour of the child/young person
  - the support that has been agreed to help them do so
  - how the work will be reviewed.

### **Range**

1. Factors in relation to
  - a) the child/young person's personal beliefs and preferences (eg membership of a political group)
  - b) the child/young person's educational and employment background
  - c) the child/young person's age and stage of development
  - d) the gender of the child/young person
  - e) the mental and physical health of the child/young person
  - f) social factors (eg peer group, bullying etc)
  - g) aspects of the child/young person's personal circumstances (eg history of abuse, death of parent or grandparent)
  - h) the family context and culture of the child/young person
  - i) environmental and material aspects (eg social deprivation).
2. Support
  - a) training and development
  - b) coaching and mentoring
  - c) information, advice and guidance
  - d) material resources.

### **Explanatory note**

In performance criterion 5, the information that may need to be shared with other workers and agencies would include child protection issues, safety issues and any other issues that need to be shared due to legislation.

## **Element 2**

### **Support families and carers as they help children and young people address their behaviour**

#### **Performance Criteria**

##### **The worker will need to**

1. Provide accurate information to families and carers on
  - a) the support that will be available to them
  - b) how and when they should contact the worker
  - c) how their work will relate to that of others
  - d) additional sources of support to meet their needs and the issues they face and how they can access these
  
2. Interact with families and carers throughout in a manner which
  - a) models good behaviour and communication
  - b) is appropriate to the family's and individuals' background, culture, circumstances and needs
  - c) encourages an open exchange of views
  - d) minimises any constraints to communication
  - e) is free from discrimination and oppression
  - f) enables individuals to make their own contribution
  
3. Provide appropriate support to the families and carers taking account of
  - a) their experience and understanding of addressing the needs and behaviour of children and young people at different stages of development
  - b) their confidence in being able to change the child/young person's behaviour
  - c) the nature and history of the relationships in the family and how these affect the child/young person and others
  - d) the behaviour of the child/young person
  
4. Enable families/carers in seek further support when they are in need of it
  
5. Maintain ongoing contact and monitor the wellbeing of families/carers as they seek to address the behaviour of children and young people responding to any queries, concerns and lack of perceived progress that they have
  
6. Identify and reinforce the progress that families and carers and children and young people make in addressing behaviour, enable them to see how far they have progressed and the benefits that it brings.

## **Range**

1. Support
  - a) training and development
  - b) coaching and mentoring
  - c) information
  - d) material resources
  - e) family and community networks.
  
2. Others
  - a) education and training organisations
  - b) youth agencies
  - c) voluntary agencies that the child/young person might engage with
  - d) family and community networks
  - e) peers of the child/young person.

## **Element 3**

### **Enable families and carers to review the effectiveness of addressing children and young people's behaviour**

#### **Performance Criteria**

##### **The worker will need to**

1. Obtain regular and timely information from others working with families and carers and with children and young people on how their work is progressing to address the behaviour of children and young people
2. Regularly encourage families and carers, and children and young people, to offer feedback on
  - the progress the child/young person is making
  - the effectiveness of families and carers acting in a different way to the child/young person
  - their feelings about what has happened
  - any differences in opinion between views of progress
3. Facilitate a discussion between everyone about
  - achievements of the child/young person
  - achievements of the families and carers
  - progress made
  - significant changes
  - the impact of these changes on the child/young person
  - and enable agreement to be reached on the way forward
4. Clearly and accurately summarise the outcomes of the work and compare the outcomes with the original aims
5. Agree with families and carers and the child/young person whether there is a need for continued support and if so, the nature of it
6. Maintain accurate and complete records of the work and outcomes achieved and share these with families and carers, and children and young people, when at all possible.

## **Range**

1. Changes in
  - a) the child/young person's behaviour
  - b) other aspects of the child or young person (such as their health and wellbeing)
  - c) the needs and circumstances of the family unit
  - d) the broader social context.
  
2. Outcomes
  - a) anticipated
  - b) unanticipated.

## **Knowledge and understanding needed for this unit**

The individual will need the following knowledge and understanding to achieve the standards in this unit.

### **Working with families of children and young people**

1. The nature and structure of families, and carers acting in the role of parents, and the diversity of these in different contexts and cultures
2. The significance of the relationship between families and carers and children and young people, and particularly between parents and children
3. The general, personal, socio-cultural, economic and psychological influences that affect both the experience and process of parenting (including how individuals' experiences of being parented affect how they will parent themselves)
4. The evolving nature of the relationship between families and carers and children and young people and how this affects the nature of the work undertaken with them; how to develop family strengths
5. The factors that place families and individuals within families at risk and the factors that protect them from such risk (eg strong family and community networks)
6. The wishes that families and carers have for their children and young people and the extent to which these are realistic and challenging
7. How others may be affected by children and young people's behaviour - practically, emotionally, socially
8. Strategies to constructively challenge the behaviour of children and young people and promote pro-social alternatives
9. How to gauge families'/carers' level of interest and willingness to address their children's behaviour; the support, information and resources which people may need, what is available from the worker's agency and from other agencies, and how to access them; ways of encouraging and supporting families/carers to take an active role in addressing a child/young person's behaviour; the options for supporting families/carers that the worker considered and the reasoning processes the worker used in determining the most appropriate options for the people and the individuals concerned
10. The conflicts of interest there may be between the needs of families/carers and children/young people; methods of handling tensions between people and the individuals with whom they are working

11. How culture, gender and beliefs can affect attitudes and behaviour and how it may be perceived by others (eg it may be seen to be more acceptable for men to be assertive than women); why it is important to recognise and challenge this in oneself
12. The different forms and range of effective communication (eg total communication); the effect of culture on communication (eg the use of sensory contact - touch, presence, contact, distance between individuals when communicating, the terms of respect and address used etc); communication and behaviour which demonstrate value for others and those which do not
13. The impact of the broader social environment on families and carers and children and young people (eg area of material deprivation, crime and the fear of crime, poor housing, poverty)
14. The theories and principles on which their work with families and carers is based.

### **Working with children and young people**

1. Physical, social, psychological and emotional development of children and young people; and the ways in which such development can be affected
2. The relationship between physical, social, psychological and emotional development and behaviour and associated patterns
3. The effect of parenting and family relationships on the physical, social, psychological and emotional development of children and young people
4. The need for children and young people to gradually develop their own views and thoughts and become independent
5. The effects of families/carers on children and young people particularly when family members have their own issues and needs (eg mental health, substance use).

### **Working within the sector**

1. How to use legislation, guidelines of good practice, charters and service standards in work with children and young people and their families.

### **Working to improve agency practice**

1. The role of the agency and its services and how they relate to other agencies and services in the sector
2. The agency's policy and procedures regarding confidentiality of information and the disclosure of information to third parties, and the specific circumstances under which disclosure may be made.

**Working to improve individual practice**

1. Own role and responsibilities and from whom assistance and advice should be sought if the worker is unsure
2. How they have applied the principles of equality, diversity and anti-discriminatory practice to their work
3. The options they considered in their work and the reasoning processes they used in relating to different families and individuals within those families.